



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of ITSE Standards

Course Number:	Course Name:	ITSE Standard
EDLD 5370 ET5398	Educational Technology Leadership Internship	TF-VIII: Leadership and Vision

Description of the Assignment/Performance Tasks	ITSE Standard: Educational technology facilitators will contribute to the shared vision for campus integration of technology, and foster an environment and culture conducive to the realization of the vision.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points) 3. How did the relationship between the old and new 	<p>During my internship, I prepared students for and administered the <i>Technology Literacy Assessment</i> (TLA). I also researched ways and implemented activities that assisted our campus with creating a shared <i>vision</i>. Both of these activities allowed me to assess my leadership skills and allowed me to use self-assessment as a teaching tool.</p> <p>The leadership self-assessment allowed me to see valuable measures of progress in my own leadership skills. I think similar self-assessments would be great tools for beginning of the year professional development. I feel some of our staff members have trouble seeing the “visible measures of progress” (Elmore & City, 2007, p. 2). In the Road to School Improvement Elmore and City (2007) stated, “Visible measures of progress are critical for motivating and encouraging educators to persist in the challenging work of improvement” (p. 2). My goal is to implement “visible measures” when it comes to integrating technology and effectively leading a campus.</p> <p>Administering the Technology Literacy Assessment (TLA) has been critical in promoting student centered learning. When our campus compared our results with the district’s average, we realized that we were falling behind with student centered technology integration. We acknowledged, “student centered learning represents a radical departure from prevalent, traditional models of instruction” (Williamson & Redish, 2009, p. 191). With this acknowledgement, I provided leadership that encouraged and supported a new shared <i>vision</i> for student centered learning.</p> <p>Williamson and Redish describe a shared vision as “proactive</p>

<p>information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>leadership in developing a shared vision for educational technology among school personnel, parents, students, and the community” (Williamson & Redish, 2009, p. 191). Developing my personal goal statements and evaluating our campus <i>vision</i> was very insightful. I think my campus fails to articulate its <i>vision</i>. The <i>vision</i> is in our Campus Improvement Plan (CIP) and posted on classroom walls, but it is not implemented nor shared by all stakeholders. Our mission statement outlines our <i>vision</i>: Provide quality education that will maximize the academic, physical, and social growth for each student in a positive, supportive environment conducive to learning. I also learned that “developing a vision in isolation can mean that those who were left out of the process will not buy into it” (Peterson, 1995, Implementation pitfalls, para. 1).</p> <p>The activities from my internship, course embedded assignments, and the ITSE Standards were instrumental in our campus creating a new shared <i>vision</i>. Our new shared <i>vision</i> is "Through the use of technology combined with rigorous instruction, our vision is to provide a safe, nurturing, and engaging environment for all stakeholders in order to produce global learners." Our campus has been diligent about implementing our shared <i>vision</i>, but we also have learned that we have a long road ahead to improve academic achievement. As a campus, we will continue to self-reflect and research ways to improve student centered learning.</p> <p>Elmore, R. F., & City, E. A. (2007). The road to school improvement. Harvard Education Letter. 23(3), 1-3.</p> <p>Peterson, K. (1995). <i>Critical issue: building a collective vision</i>. Manuscript submitted for publication, North Central Regional Educational Laboratory, University of Wisconsin-Madison, Madison, Wisconsin. Retrieved on May 27, 2011 from http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le100.htm</p> <p>Williamson, J. & Redish, T. (2009). <i>ITSE's technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society in Technology Education, pp. 177-199.</p>
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